Indirect anaphors and implicit definiteness in Second Language Acquisition of Swedish by Polish speakers

Definiteness in Swedish is a category causing many problems for language learners. The problems concern both formal and functional level and the category itself is not easy to define. Moreover, morphologically marked definiteness is absent from the majority of the world's languages. In Polish definiteness can be expressed by lexical and syntactic means. The aim of my research is to investigate how Polish learners of Swedish acquire the category of definiteness in Swedish.

In my study I focus on the so-called implicit definiteness (Swedish: *implicit bestämdhet*). The term is used where there is no noun phrase that could directly motivate the use of the definite form. A term very close to implicit definiteness are indirect anaphors. They can be described as definite noun phrases without any explicit antecedent in text. Indirect anaphors stay in a relation with a kind of "anchor" in the text, an element crucial for their interpretation. Correct use of definiteness in such situations requires language skills on higher level and sometimes even some general knowledge about the world. This kind of definiteness seems to be most difficult to acquire but is rarely discussed in Swedish textbooks. Earlier research of acquisition of definiteness in Swedish focused on the morphological development of the noun phrase (Axelsson 1994, Nyqvist 2013) rather than development regarding the choice of form.

The category of indirect anaphors is very diverse itself and my pilot study at the Adam Mickiewicz University in Poznań has shown that some types of anaphors are easier to acquire than others. In my research I conduct a longitudinal study among students of Swedish Philology (BA degree, language proficiency level A1-B2) and Scandinavian Studies (MA degree, language proficiency level B2-C2) from the Department of Scandinavian Studies at the Adam Mickiewicz University in Poznań. I concentrate on the written language and analyse students' tests and above all their short essays written about picture stories or short animations. With Schwarz's (2000) classification of anaphors' as a working basis, which distinguishes three main types: semantic, conceptual and inferential anaphors, I try to check whether there are any regularities in the acquisition of indirect anaphors in Swedish and whether it is possible to propose a model for a learning route.

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